DOCUMENT RESUME

ED 221 144 HE 015 500

TITLE Company-College Links: Examples of What Works--A University Advisory Council Report.
INSTITUTION American Council of Life Insurance, Washington, D.C. Education and Community Services.
PUB DATE Apr 82
NOTE 23p.
AVAILABLE FROM American Council of Life Insurance, 1850 K Street, N.W., Washington, DC 20006.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Black Colleges; Business Responsibility; College Faculty; College Presidents; College Students; *Cooperative Programs; Economic Factors; Education Work Relationship; Experiential Learning; Extension Education; External Degree Programs; *Higher Education; *Industry; Information Dissemination; Inplant Programs; Management Development; Professional Development; Public Relations; Research Utilization; *School Business Relationship; Small Colleges; Workshops
IDENTIFIERS Council of Independent Colleges; Dana Corporation; Denison University OH; Equitable Life Assurance Society; Hillsdale College MI; INA Corporation; Massachusetts Institute of Technology; University of Pennsylvania; Western Electric

ABSTRACT

A report is presented of a meeting sponsored by the University Advisory Council of the American Council of Life Insurance on company-college links. A brief outline is presented of each of five innovative programs developed and implemented by business groups and colleges. As background to the projects, attention is also directed to some of the main issues in American higher education today and some of the complex ties that already link campus and corporation. Key issues on campus were identified by college presidents and faculty members serving on the University Advisory Council. In addition, an article by Eve Katz entitled "Business and Higher Education: An Overview" is included. The following issues on campus today concern: budgets, demographics, student attitudes, faculty, quality, curriculum, the relationship between public and private colleges, and relations with government and business. Five examples of college-campus links that have worked are as follows: (1) bringing students and professors to corporate headquarters for a 2-3 week seminar (Dana Corporation, Denison University, and Hillsdale College); (2) allowing corporate employees to take in-house courses toward a liberal arts degree (INA-University of Pennsylvania); (3) conducting a workshop in public relations for small college presidents (Western Electric and Council of Independent Colleges); (4) designing a corporate executive liaison program with presidents of black colleges (The Equitable Life Assurance Society); and (5) approaching a college for access to its scientific knowledge (Massachusetts Institute of Technology's Industrial Liaison Program). An executive summary, a meeting agenda, and list of participants are appended. (SW)

ED221144

A University Advisory Council Report

Company-College Links Examples of What Works

April 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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The University Advisory Council is a consulting group to the American Council of Life Insurance, a trade association whose membership accounts for more than 95 percent of the life insurance in force and 80 percent of commercial health insurance in the United States. Together they seek to encourage communication and cooperation between the business sector and the academic community.

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Introduction

Chief Justice Earl Warren once confided that he always turned first to the sports section of the newspaper, to read of people's accomplishments, before learning, on the front page, of their failures. Many reports are obliged to deal with failures and crises, but this one, like the sports section, has the happy mission of recording accomplishments: a series of five very different collaborative projects created by companies and colleges to see how institutions in the two sectors can work together toward precise goals. Material for the report was developed by Dr. Carol Rigolot of Princeton University.

It is fitting that these ventures be made known by the American Council of Life Insurance, which has a long history of bringing together the business and academic sectors. In the last ten years its Business Executive in Residence Program has sent dozens of top-level executives from life and health insurance companies to spend from two to four weeks on college campuses. Since 1967 its University Advisory Council has brought corporate and academic leaders together to discuss a variety of matters of common concern, for example: Alternate Careers for Ph.D.'s in the Humanities, Fiscal Issues in Higher Education, The Changing Population, Freedom and Control in a Democratic Society, A Vision for America. The most recent gathering of corporate and campus leaders in April 1982 was devoted to the subject: "Company-College Links: Examples of What Works."

"This meeting is based on the belief that the education sector and the life insurance sector have much in common," declared Robert F. Froehlke, former president of the American Council of Life Insurance, as he opened the session. "We hope we can help you; we know you can help us, as the agenda testifies."

At this meeting, five innovative programs were presented by the business and academic people who had conceived and implemented them. This report will offer a brief outline of each program—its goals, results, pitfalls, and possibilities—in the hope that the five projects will inspire myriad new ones shaped to match the particular needs and strengths of individual companies, colleges, and locales. The report will have been a success if the programs described serve as catalysts for the exploration of new kinds of joint ventures between individual companies and colleges.

As a background for these—and future—projects, it is useful to begin by suggesting some of the key issues in American higher education today and some of the complex ties that already link campus and corporation. The mission of identifying key issues on campus was entrusted to the college presidents and faculty members who serve on the University Advisory Council of the American Council of Life Insurance. Dr. Eve Katz of the American Council gave a brief overview of business-higher education relations.

Issues On Campus Today

Budgets

Charles Ping, president of Ohio University, an institution that depends on state subsidies for one-third of its budget, summed up his perception of the college atmosphere when he said: "Budget concerns are all-consuming on campus. There is a crisis of finances and a crisis of confidence in the future. Ohio's public institutions operate under what some call the 'whoops syndrome'—now you see it, now you don't." According to Ping, if all the budget recommendations for 1983 were to be approved, the public institutions in Ohio would lose $75 million.

Private institutions are also threatened as research subsidies and government-sponsored student loan and grant programs are cut. At Denison University, for instance, a private institution, 25-28 percent of the students receive financial aid. Costs are rising at 11 percent a year, explained provost Louis F. Brakeman, while available sources of aid decrease. The college itself must therefore allocate an increasing proportion of its budget to making up the difference in student financial aid packages. "With the current budget cuts, the number one question is how to make it possible for low and middle class students to attend our college," said Brakeman.

As a labor-intensive industry, all of higher education is hard hit by escalating costs and shrinking revenues. President Ping concluded: "With shrinking campus space and staff, the agenda is one of doing more with less, but no-growth is unthinkable for the human spirit: it is devastating for our reason to live." Consequently, a principal concern on campus today is how to be creative and dynamic in a time of economic retrenchment.

Demographics

It is a well-known fact that by 1994 the number of 18-year old Americans will have decreased by 25 percent from the 1979 high. Although colleges have braced for shrinking enrollments, the numbers so far have shown slight increases (up 4.6 percent in 1980-81, up 1.8 percent in 1981-82, according to the National Center for Educational Statistics). This growth in enrollment is largely due to non-traditional students—adults, women, two-year college students, part-timers, and minorities. Most colleges do not see the adult or part-time clientele as a panacea, however, since this group has precise goals that do not correspond to the strengths of most liberal arts institutions. Even in an urban area like Boston, explained Brandeis University arts and sciences dean Attila Klein, there is not a large market for liberal arts courses, and to accommodate the needs of adult students "would require serious re-tooling."

Planning for a declining population at a time of rising expenses remains a serious concern on campus.

Student Attitudes

Students today are preoccupied with careers. Their main worries are how to stay in college if loans and grants are reduced, and how to prepare for jobs enabling them to repay their college debts. These worries inevitably shape their choice of courses and careers. The fact that a graduating senior in engineering may earn more than his English professor affects the campus in ways that are both evident and profound. Students attracted to the liberal arts dissuade themselves from careers in the humanities on the grounds that jobs will be scarce and ill-paying. At the same time, technically-trained students in engineering and computer science opt for jobs in industry rather than seek graduate degrees that would lead to careers in teaching. Both of these trends suggest long-term problems because they steer some of the best students away from graduate education, either in engineering or in other disciplines. It is the fear of Indiana University president

John Ryan that "students are more concerned about a career than an education." This attitude creates inevitable tensions on campus and has long-term effects on society.

Faculty

For college faculty members, this is an era of "negative mobility and stagnation," observed Indiana's president Ryan. Colleges are seeking to alleviate the resulting malaise by devising programs for mid-career change, faculty re-training, job rotation, and early retirement. At the same time, they are trying to predict the consequences of the new retirement law that allows professors to teach until age 70. How can one make room for young scholars, avoid faculty burn-out, maintain flexibility, and deploy personnel creatively in a framework of tenure, contraction, and low mobility? These are the challenges facing college planners.

Quality

As the college deans and presidents enumerated the key issues on their campuses, a recurrent word was quality—"an 'in-subject' in higher education," observed Ohio University president Ping—but as elusive as it is preoccupying. Even to define quality in the context of a college or university is to risk potential and real misunderstanding, explained George N. Rainsford, president of Kalamazoo College: "In business, quality is associated with growth; in colleges, quality is no longer tied to growth." If, indeed, colleges are not growing in the 1980's, the dilemma for all administrators is the one summed up by Denison University provost Brakeman: how to keep vital when most initiatives cannot be implemented; how to cut back and still be creative.

Curriculum

Closely linked to the question of quality is that of curriculum. There is growing opposition on campus today between the student preoccupation with professional training and the faculty commitment to ensuring, even enhancing a liberal arts education.

Indiana University president Ryan sees these tendencies as "two arrows of direction pointing away from each other." Faculty members decry the increasingly vocational nature of student programs; students, in turn, resent the distribution requirements that take time from their principal concerns: engineering, communications, computers, accounting, the life sciences, environmental studies, and public affairs.

In the face of shrinking liberal arts enrollments and budgets that inhibit new ideas, faculties struggle to maintain and innovate liberal arts curricula.

The Relationship Between Public and Private Colleges

Americans have traditionally shared the conviction that it is both healthy and economical to maintain a dual system of public and private higher education: healthy for the options and stimuli it provides, and economical because the public sector would be hard-pressed to accommodate the students enrolled in private colleges (2.5 million in 1979). Now, with rising tuition and a smaller applicant pool, public and private colleges find themselves competing for many of the same students . . . . and the deck is stacked against private institutions, where annual tuition averages $2,300 above that of tax supported public institutions. Said Jack D. Fitzgerald, dean of students at Knox College, "I foresee a kind of dynamic that will be detrimental to the relationship between public and private colleges."

Competition grows both for students and for funds, a situation Ohio president Ping likened to the Peanuts cartoon where, in front of a bulletin board, a character philosophizes: "The shortage of thumbtacks will make animals of us all."

Relations With Government and Business

We have witnessed a change in philosophy at the federal level vis-à-vis the services to be provided and the responsibilities to be assumed. The governmental community, observed Kalamazoo College president Rainsford, has raised basic questions concerning how society will be funded and has, as we know, proposed budget cuts that seriously affect higher education. Many believe that the consequences of these changes go beyond finances and color the dialogue between campus and business.

Dr. K. Edwin Graham, of the American Council of Life Insurance, suggested one such effect of the current national policy. "The government is no longer seen to have infinite wisdom or infinite resources. The government is telling the public that business will pick up where the government leaves off, and business is concerned that someone else is defining the track on which it will run." As the government obliges society to redefine the roles of its principal actors, there is uncertainty on campus, as elsewhere, about the responsibilities of each sector toward nonprofit endeavors. Business finds itself in the unenviable position of risking attack whatever its response to the government appeal: whether it mobilizes money and power or whether it demurs.

Many college leaders fear that in the current situation, with business called upon to support governmental policies detrimental to higher education, business people and educators are being put "on opposite sides of the equation" in a way that they were not before.

Reviewing the history of academe's relationship to the other sectors, Ohio University president Ping reminded participants that in the 1960s government viewed the college and university as "the vehicle for social justice, the contributor to a new vision of the great society, the salvation of the minorities." The 1970s brought the disappointing realization that universities cannot do and be all things. In the 1960s, concludes Ping, "universities were caught up in the search for more." Today that has changed; we must define growth as human potential, not as numbers or size. "What is needed is a quickening of excitement in the future . . . . a quickening of confidence and hope."

The links being forged in the 1980s between campus and corporation will not cure all of society's ills, but they are one source of hope for the development of human potential.

Business and Higher Education: An Overview

Dr. Eve Katz

During the past 30 years a complex network of relationships between the business and academic sectors has developed, and it is still developing. The connections are many: personal, institutional, financial, and intellectual. For example:

- There is a corporate presence on college & university boards; colleges and graduate schools have trained the managers and technocrats on corporate boards.
- Faculty have corporate consultantships; they use business sites as learning places for students.
- Community colleges provide occupational training.
- There has been improved career guidance and employee recruitment in educational institutions.
- Corporations have sought to make postsecondary education part of career advancement.
- Corporate educational philanthropy has expanded. (In 1952 the Council for Financial Aid to Education was formed.) Corporate philanthropic support for education was $870 million in 1979 and has averaged about 36 percent of all corporate giving annually for the last 15 years.
- Corporate and union tuition assistance has developed.
- The two sectors cooperate in research.

While the relationships between the sectors are varied and complex, our society is still seeking to understand the costs and benefits of collaboration and its place in the overall mission of each sector. Beyond that, we have not yet developed a consensus on what should be the future distribution between the sectors of education, training, and research in the U.S.

Business and higher education can collaborate in *teaching and learning* (for example, the Business Executive in Residence Program of the American Council of Life Insurance, the Dana-Denison Program, the Western Electric Workshop, the Equitable Program, the INA-University of Pennsylvania collaboration or in the *production and distribution of new ideas* (for example, MIT's Liaison Program; the Harvard-Monsanto long-term, multi-million dollar program on the biology and biochemistry of organ development; Johns Hopkins and Estée Lauder's Institute of Dermatology).

Joint research projects, as you know, are not without problems. Harvard recently considered and rejected a new type of university-industry linkage. The faculty investigated a proposed plan to establish a corporation to develop commercially promising faculty inventions in the area of genetic engineering. This approach was seen as a way to appropriate the benefits from faculty work and also to facilitate technology transfer, that is, to make research results available to the public more quickly.

Under the proposal, university research and industry application were to become linked within the organization of the university. But the plan was rejected as being incompatible with the values of academe. The researcher is seen as having a responsibility to disseminate information about research, the industrialist as desiring to protect trade secrets. Also, there was the problem that the university might let its financial interests influence its decisions about research proposals, hiring, admissions standards, and promotion. The faculty rejected the linkage because of "a number of potential conflicts with academic values."

Only one month ago representatives from some of the nation's top universities and corporations got together in California to formulate a set of tentative ethical principles in an attempt to prevent the quality of teaching and research from being compromised by the growing commercialization of scientific research. They agreed that there was no single policy to govern the new relations that have recently

developed among science, industry, and the academic community, especially in bio-technology. They did set forth some extremely general principles:

- There was a strong presumption against allowing businesses, under normal circumstances, to gain exclusive licenses to research work.
- Universities should establish explicit conflict-of-interest codes to govern the conduct of their professors.
- Universities generally should not own or have substantial equity in companies staffed by their own professors.
- Associations between businesses and universities should not impair openness and communication among researchers and if that openness is limited for commercial reasons, the period of secrecy should be brief.
- The direction of research in universities should not be governed by commercial interests, but by the intellectual demands of the research itself.

Another equally important aspect of the relationship between business and higher education is the fact that industry has gone into the business of higher education. The second, or shadow system of postsecondary education in business represents an investment estimated at $30-$50 billion. Its size and value comes close to the estimated $55 billion investment of the 3,500 colleges and universities in the country.

Bell System spent about $1.7 billion on employee education and training in 1980 alone; Consolidated Edison of New York spent $5.5 million in 1980 on the formal training and development of its 24,000 employees.

Some say that traditional higher education has lost its leadership in the continuing education of professionals. In 1977, only 6 percent of a set of organizations studied used university executive development resources for their supervisory training, whereas 75 percent of them had their own in-house programs. Of the 3,000 entities offering business and management courses, only 700 are colleges and universities; 40,000 business seminars are offered to the public every year, excluding college and university extension courses and company in-house programs; the American Management Association has 3,200 programs that enroll 100,000 annually.

Both business and academe face educational questions that implicate the other.

1. Can the present limited extent to which some of the corporate human resource needs are met by colleges and universities be increased? Should it be? Are higher education institutions responsible for more than the cognitive and intellectual formation of individuals? Should a person's college education focus more on the ability to function effectively on the job and in society?
2. If company training and development went beyond task-oriented skills to include the employees' ability to reflect on and understand their tasks and the environment in which they function, would corporate goals be better met? If it placed more emphasis on the continuing intellectual vitality of its employees, would the corporation improve its ability to deal with changing circumstances?

These questions must be asked in full recognition of this fundamental difference between the two sectors: the ultimate purpose of academic institutions is the development of the individual, whereas this is merely a means to the ends of productivity and profitability for corporations.

There is a cross-cultural mixing of the two sectors today. But, assuming that the communications result in trust, not suspicion, we are still unsure of the

consequences. It may be that as business and higher education turn to each other more and more, expectations will be raised that cannot be met, with all the consequences that follow.

What can business offer to higher education? Political power; economic resources; an understanding of the experiences, dynamics, and values of the corporate world. Also access to adult learners, for just as high schools funnel young learners to college, so employers and unions are the natural institutional connection to adult learners.

What does business want from higher education? A flow of qualified new employees; basic research in areas related to corporate interests; critical reflection on problems facing us all; quality institutions in a diverse system.

There is today a growing conviction that national problems must be tackled at the local level, that multi-sector collaboration is needed, and that leadership in implementing effective local collaborative action must be developed and exercised. With that in mind, the University Advisory Council of the American Council of Life Insurance is holding this meeting. Its specific purpose is to describe some collaborations between companies and colleges and to attempt to define and, we hope, encourage replication of the more successful aspects of those activities. Its larger purpose is as part of a continuing endeavor to make possible exchanges between leaders in business, especially the life and health insurance business, and academe.

Dana Corporation—Denison University and Hillsdale College:

Close-up of an American Corporation

The impetus for this project was the idea that "instead of sending one person to campus, we might bring the campus to the corporation," explained Dana Corporation vice president Frank J. Voss. The first year, 38 students and a few professors were transplanted for a week to Dana's corporate headquarters in Toledo. Now, seven years later, 85 to 100 students and a half dozen faculty members participate each January in a three-week seminar on business, sponsored collectively by Dana, Denison University, and Hillsdale College.

Format

Students and faculty spend the first week at the host college (alternately Denison and Hillsdale) where they receive a "broad-brush approach" to business—a review of economics, a functional view of management, and an examination of the corporation in society. In the second week the group moves to Dana's headquarters for an on-site case study with Dana personnel. Some of the topics in the curriculum for this intensive seminar are:

— The impact of the economy
— Why a multinational?
— Finance and control
— Planning and acquisitions
— Government relations
— Legal concerns
— Labor negotiations
— Managing a plant.

The third week, back at campus, students compare the classroom component with their newly acquired experience of a functioning corporation. "Students come back extremely impressed by Dana," reports economics professor Richard Lucier, who directs the Denison share of the project. "They feel Dana stands out as an example."

Rewards

The chance to dispel student misperceptions and introduce a group of very bright, motivated students to the corporation are two of the rewards stressed by Voss. For students, the rewards of the program are not only a first-hand sense of a real company and an intensive classroom exposure to business but also a reinforcement of their own commitment to careers in business. The present generation of students, unlike their radical forebears of the 1960s, is already pro-business, "eager to get on board," according to Professor Lucier. Their most frequently stated goal in participating in the Dana project is to see what big business feels like, to test whether the corporate setting is a congenial option for their future. And after only a few days, they feel very much at home.

"Imagine 85 or 100 college kids reading *The Wall Street Journal* before the morning sessions." This scene, repeated daily, made a lasting effect on Dana's Voss, who enthusiastically encourages his corporate counterparts to conceive similar programs, if only one-day seminars with local colleges. "There is great value for your executives in spending a day with these students. They are smart and ambitious; they have good minds. You'll conclude that things are O.K. in this country."

Information

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INA—University of Pennsylvania:

Take the Elevator to College

In our age, the complex problems before a large company require an inter-disciplinary approach: this was the conviction of INA's Chairman, Ralph Saul, (now co-chief executive officer and chairman of the board of CIGNA Corporation) as he sought ways to complement a general trend toward the technical. As a University of Pennsylvania trustee, Saul was attracted by the university's liberal arts program and by the possibility of bringing the college to the corporation in the form of courses that employees could take in-house toward a bachelors' degree at Penn. The program is now one year old and thriving.

Format

Each term four or five courses are offered at INA's headquarters in Philadelphia, each meeting once a week from 4:30 to 7:10 p.m. Admission criteria to the INA-Penn program are equivalent to those for the Penn School of General Studies. Employees in the program are able to earn bachelors' degrees as interdisciplinary social science majors without leaving the corporate site, although they also have the option of taking courses on the Penn campus whenever they wish.

Selection of Participants

In the program's pilot year, briefing sessions were held over the course of a week for some 700 employees. Two hundred then applied for admission, and all were interviewed by the Penn admissions staff. Of these, 125 were admitted and 25-30 others received deferred admission, pending completion of reading and writing workshops. Many of the students already held associate degrees from community colleges; 80 percent are women; 10-15 percent belong to minority groups. Not all participants seek to complete degrees, but those who do must take eight courses in various distributional areas before becoming degree candidates.

Keys to Success

The essential corporate ingredient is support from key executives, declared INA's vice president David W. Lacey. On the campus, "it took the support of the dean, the president, and the advocate-coordinator at Penn to make this work," explained vice dean Catherine Pollak, who herself played the advocacy role, convincing Penn of the value of the endeavor and shaping the program to meet the needs of INA.

The implementors of this program, both at INA and at Penn, agree that the project succeeded because of a conjunction of indispensable factors:

1. Enthusiastic support of the executive officers on both sides.
2. The presence of a dynamic liaison person with clout in her university and credibility in the corporation.
3. Close collaboration between the partners, with INA providing space, faculty stipends, and employee counseling related to course selection and work schedules and Penn furnishing the academic component.
4. Well-disseminated information about the program within INA. According to the National Institute of Work and Learning, many workers do not take advantage of tuition benefits because they do not know about them, or because courses are inaccessible. A high priority for this program was to make the courses well-known and easily available; hence the slogan "Take the Elevator to College."
5. The special nature of the School of General Studies at Penn which grants the same degree as the College of Arts and Sciences and is particularly receptive to community needs and innovative ideas.

6. The existence of an employee tuition plan at INA which underwrote 100 percent of the employees' educational expense.
7. University responsiveness to employee needs. To prepare employees for a fall term economics course, for example, Penn developed a summer workshop in mathematics. This kind of effort is deemed essential for the success of the program.

Rewards

From INA's viewpoint, the project has been so successful that new elements are being added for a wider audience. "There is a pent-up demand among supervisors and managers," explained Dean Pollak. A summer language program attracted 81 students, many of them executives.

Particularly heartening have been the final grades: the INA personnel earned a collective grade point average identical to that of Penn arts and sciences undergraduates. One psychology professor administered the same final examination on campus and at the corporation; the median grade was the same for both groups.

INA cites as another measure of success the favorable employee evaluations of the courses taken and the salary treatment of the employees involved in the program. In a single year INA has received 300 inquiries from companies interested in replicating the program or in creating an in-house MBA.

From the university's vantage point, one indication of success is high faculty interest in teaching at INA. Of the four or five courses offered each semester, at least two are taught by full professors. "So far no professor has ever refused an invitation to teach at INA, and many request the opportunity," said Pollak. Two of the faculty have even garnered Penn's distinguished teaching awards for their work at INA. After only a single year in operation, all signs point to a growing future.

Information

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Western Electric:

Workshop on Public Relations for Presidents of Small Colleges

"There must be some other way to help colleges besides money." Armed with this conviction, the leadership of Western Electric approached Gary H. Quehl, president of the Council of Independent Colleges, to learn what particular needs of small colleges might be met by corporate expertise. Together they developed and organized this program to complement many other Western Electric efforts. Robert F. Ebinger, vice president of Public Relations and secretary of Western Electric, outlined its prime components.

Format

On the evening of April 18, 1977, Western Electric brought together at its Princeton, New Jersey conference center 28 presidents of small colleges for a one-and-a-half day seminar during which Western Electric's public relations staff presented some of the problems, ideas, and techniques most immediately transferable to a small college. Some of the topics included:

- Marketing techniques for a shrinking applicant pool
- Techniques for targeting an audience
- Communication with different constituencies
- Producing mailings appropriate to varied constituencies
- Relations with local schools
- Communicating the nature of the college to the community
- Overcoming a poor self-image.

Keys to Success

It is not surprising that the factors for success cited by Robert Ehinger resemble those of the other programs:

1. A skilled liaison person: Gary Quehl, of the Council of Independent Colleges, was trusted both by college presidents and by the corporate executives.
2. Need for the program: This seminar was tailored to fit precise needs of college presidents in an area where there is very little help otherwise available. (Fundraising workshops exist, but public relations expertise is rarely packaged for colleges.)
3. Planning: The presidents had submitted specific questions and objectives in advance, and an agenda had been tightly organized to match their requests.
4. Organization: The program involved a single department of Western Electric and was therefore easier to organize than a multi-department program.
5. Speakers with direct knowledge: The speakers were the people closest to the specific practical problems on the agenda, and since they tended to be second-level managers, their calendars were more flexible than those of top management.
6. Communication: Talks were interspersed with small group sessions in which participants devised strategies for solving specific problems before reporting back to the larger group. These sessions were deemed particularly helpful.

Rewards

Polled at the end of the seminar, the college presidents overwhelmingly concluded that the session had met their needs "to a substantial degree." From the corporate viewpoint, an unexpected reward was that executives "were forced to rethink their areas of expertise." Western Electric's primary goal, however, was to determine how a corporation might help small independent colleges in ways beyond funding individual colleges. The corporation's hope is that other companies will adopt a similar format, organizing seminars on topics such as purchasing, office support services, office technology, administrative services, training, personnel or any others that match a corporate strength.

Information

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Equitable Minority Liaison Program:

Executive Liaison With Presidents of Black Colleges

This project, explained Equitable vice president Dorothy Orr, grew out of the sentiment that "the private sector has a great deal more to offer than has ever been given before," and that this giving could go beyond financial contributions to encompass a sharing of expertise and resources.

The Equitable Life Assurance Society adopted as its specific commitment the future of black colleges, in the belief that black colleges fulfill unique needs that would not otherwise be met in the marketplace. The leaders of the company concluded that "the Reagan policy dictates that the black college problem be solved by new, innovative, collaborative efforts."

Format

Executives of the Equitable were matched with presidents of some 16 black colleges to serve as liaison officers, sharing their specific expertise. Some of the typical needs of black colleges are management techniques, financial planning, computer skills, and curricular development congruent with the job market. Orientation sessions were organized for both members of the match, initiating executives into the nature of a black college and a southern town, and preparing the college presidents for their corporate collaboration.

During the campus visit, the president and liaison officer defined the needs of the college, assessed the appropriate resources within the Equitable, and developed a joint plan.

Keys to Success

"The match is crucial to ensure success," explained Equitable's Orr, "and so there was an elaborate matching system." Indispensable qualities of the liaison officer proved to be willingness, availability, and exposure. To these personal qualities the program added the influence of a large corporation: "The Equitable name, leverage, influence, and power" made otherwise unrealizable projects come about.

Rewards

"The company officers came away from their visits with a respect for the management abilities of the black college presidents," declared Orr. At the same time, they felt they could contribute in a way that was not paternalistic, by working as partners.

One executive is helping a black college computerize its alumni records and create a closer network of graduates. Another is working with the dean of business at a black college to update its business curriculum. Equitable's president John Carter is the liaison officer for Morehouse College in Atlanta, where he is guiding the development of an insurance major within the Atlanta complex of colleges.

One college president had tried in vain to convince his board of trustees to invest in land. The Equitable liaison officer organized a meeting of the board with a group of college presidents well known for their entrepreneurial activities; he also assured the trustees that Equitable would commit resources to finance land purchases. He won their approval.

Another college owned thousands of acres of dormant land. The liaison officers chosen were real estate and agriculture experts, suggesting ways the land might be used for research and profit.

Through the Minority College Liaison Program, and through related projects which bring black college students to corporate headquarters for career workshops, the Equitable seeks to demonstrate that "there are vast corporate resources other than finances" that can be contributed to the nonprofit sector.

Information

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Massachusetts Institute of Technology:

Industrial Liaison Program

The M.I.T. Industrial Liaison Program is an example of how a research organization can provide access to its scientific knowledge. Its goal is to transfer information from M.I.T. to industry and in particular to a worldwide network of 300 members—large corporations, government agencies, small computer companies.

M.I.T., with an annual research budget of $330 million, operates some 40 interdisciplinary laboratories. At any given time, about 2800 research projects are being pursued by 1000 faculty members and 1400 professional research staff members. Many of the areas of research are of vital interest to industry: biotechnology, genetic engineering, laser technology, catalysis, robotics, polymers, computer graphics. In the words of John Preston, assistant director of the program, "As people recognize that technology is of growing importance in industry, there is a greater interest in the M.I.T. resources." This program is one map to the labyrinth of new knowledge.

Format

Each member group is assigned to an M.I.T. Liaison Officer whose functions are to:

- Ascertain the organization's needs and interests, matching them with the appropriate scientific projects at M.I.T.
- Arrange visits, research briefings, and specialized seminars for a company or an industry.

Keys to Success

The M.I.T. Liaison Officer works closely with a senior officer in the member company. The selection of this officer has proven to be a crucial factor for a successful interaction with M.I.T. It is important, for example, that the corporate officer have an overall perspective of his company's activities, a knowledge of its areas of diversification, and an aggressive curiosity about new technology. Experience also suggests that there is a correlation between the seniority of the company contact and the ability he or she will have to implement new ideas.

Rewards

The advantage for industry of tapping into highly sophisticated technology can be both immediate and long-range. A research liaison can be used by strategic planners to see what technologies are coming to the forefront, with an eye to new investments.

Many of the research projects have short-term measurable results. One project, for instance, involves the design of computer programs to help physicians prescribe drugs with greater accuracy. Another is experimenting with artificial skin for burn victims.

This year the theme of M.I.T.'s annual symposium on technology for top management was "The Decades Ahead: An M.I.T. Perspective." In that perspective, the 1980s will be a time of research in economics, biotechnology, computers, electronics, and new materials. At research universities and institutes, scientists are working at the cutting edge of these fields. The M.I.T. Liaison Program is one highly sophisticated model of a way industry can tap into this progress. Similar liaisons on a smaller scale can be envisaged between a specific company and a university significantly engaged in research affecting the company's products.

Information

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Conclusion

The author Ring Lardner once explained that to compose a short story he just wrote a few widely separated words or phrases on a piece of paper and then filled in the spaces. The five projects outlined in this report are not unlike Lardner's widely separated words; they cover a broad spectrum of possibilities and they leave wide spaces in between.

Dana and INA both set out to bring the campus to the corporation—Dana inviting students for a first-hand look at the corporation, INA engaging faculty to teach credit courses to employees. Equitable and Western Electric reached out to the campus in another way, in an effort to see how corporate resources might be marshalled to complement corporate giving. Western Electric opened its public relations department to presidents of small colleges; Equitable, in a continuing project, matches executive expertise with the leaders and students of black colleges. In a very different kind of project, M.I.T. demonstrates how technological knowledge can be made accessible to industry.

Some of these projects—Dana, Western Electric, Equitable—were designed primarily to share corporate resources. The INA-Penn collaboration educates employees to enhance the competence of the INA workforce. M.I.T.'s Industrial Liaison Program seeks to stimulate industrial support for research by developing ties between researchers and industry.

Despite their differences, however, all of the projects share the premise that it is in the enlightened self-interest of business and academe to collaborate in joint ventures. The projects each have specific objectives, but they also serve as forums where campus and corporation can conceivably evoke broader issues. And this is not a negligible fringe benefit of the programs, for, as Kalamazoo College president George Rainsford has warned: "If we in business and education do not come together, we leave public policy—by default—to the government." By their very existence, these projects help shape public policy by attesting to the interlocking interest of business and education.

Ring Lardner's phrases were separated by large spaces to be filled in. Similarly, these five projects leave enormous space for other initiatives. It is the goal of this report that a very long story be written by having the spaces filled by a host of innovative programs devised by colleges and companies working together for the benefit of both.

Meeting Agenda

9:00—9:45	**Greetings** Edward D. Sullivan, Princeton University
	Main Issues on Campus Today Louis F. Brakeman, Denison University Charles J. Ping, Ohio University John W. Ryan, Indiana University
9:45—10:00	**Relations between Business and Higher Education** Eve Katz, American Council of Life Insurance
10:00—10:45	**Dana Corporation—Denison University Program** Frank J. Voss, Dana Corporation Richard Lucier, Denison University
10:45—11:30	**Western Electric Workshop on Public Relations for Presidents of 25 Small Colleges** Robert F. Thinger, Western Electric
11:30—12:15	**INA Program with University of Pennsylvania** Katherine Polak, University of Pennsylvania David W. Lacey, INA Corporation
1:15—1:45	**Equitable Minority College Liaison Program** Dorothy Orr, The Equitable Life Assurance Society of the United States
1:45—2:30	**Massachusetts Institute of Technology Industrial Liaison Program** John Preston, Massachusetts Institute of Technology
2:30—3:00	**General Discussion** Edward D. Sullivan, Leader
	Adjournment

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